Kentucky Department of Education

Literacy Leadership
Stories of Schoolwide Success

Facilitation Guide

January 29, 2009

TABLE OF CONTENTS

Preface

A national focus on the literacy needs of American students has caused a reexamination of instructional and administrative practices at all levels of education. This heightened awareness of student literacy needs calls for school administrators to engage in new leadership roles.

KET and the Kentucky Department of Education visited a variety of schools in Kentucky and interviewed principals, literacy coaches, curriculum specialists, state educational cooperative literacy consultants and teachers in an effort to capture the type of leadership described in research-based standards. The *Literacy Leadership: Stories of Schoolwide Success* video series is a compilation of successful practices gathered from these visits.

About *Literacy Leadership: Stories of Schoolwide Success*

Literacy Leadership features video clips that examine successful literacy programs at nine Kentucky schools and explore how one district is taking its first steps on the journey to a comprehensive literacy program. Videos are organized by school and also can be navigated by the ″Seven Disciplines for Strengthening Instruction" defined in *Change Leadership, A Practical Guide to Transforming Our Schools*.

Production of this new resource for principals and other literacy leaders was guided by the findings and recommendations of *Reading Next*, *Change Leadership* and other accepted reports about literacy leadership: what it is and what it looks like in schools. The *Literacy Leadership* success stories illustrate these principles.

About *Literacy Leadership Facilitator's Guide: Stories of Schoolwide Success*

The *Literacy Leadership Facilitator's Guide* is a teaching tool that will help facilitators and participants explore the key elements of a strong literacy leader. This guide is organized by the *Change Leadership* topics, school name, video clips, clip questions and reflective questions and also can be navigated by the "school level."

Acknowledgments

Change Leadership Topic Numbers	Video Clip	Clip Questions	Reflection Questions	Activities	Suggested Resources
	Atkinson Elementary, Jefferson County				
1. Urgency For Instructional Improvement Using Real Data 2. Shared Vision Of Good Teaching	"The Atkinson Story"	Who was invited to the table to have real discussions about the collective vision of the school? In the video, the principal discussed a process for looking at literacy programs. Briefly describe this process.	What do you think is the difference between a common and a collective vision? Why do you think the principal emphasizes a "collective" vision? What does the leader have to do to produce a strong literacy culture in a building, particularly in a low-performing school?	ACTIVITY 1 ACTIVITY 2	

Change Leadership Topic Numbers	Video Clip	Clip Questions	Reflection Questions	Activities	Suggested Resource
	"The Instructional Leadership Team"	Whom did the principal ask to be a part of the instructional leadership team? How often does the leadership team meet, and what should be the focus of the team? How is an instructional leadership team different from an SBDM council? How did the instructional leadership team promote a positive change in the culture of the school?	Think about the strengths and challenges of the staff members in your school. What are some of the qualities that you would want in team members of a leadership team? Based on these qualities, can you identify members for a leadership team? What are some discussions that might take place within a leadership team meeting? How can you ensure that the instructional leadership team stays focused on student achievement?		

Change Leadership Topic Numbers	Video Clip	Clip Questions	Reflection Questions	Activities	Suggested Resource
2. Shared Vision Of Good Teaching	"The School-Based Decision Making (SBDM) Committee"	What were the three committee arms of the Atkinson SBDM governing body? (Table Discussion) What was the purpose of each committee?	Do you use your SBDM as a "governing body?" If so, then how? If not, then what changes should be made? Share your step-by-step process for shared decision making within your school. What pieces of evidence do you have to demonstrate that your council and committees are focused on student achievement? List some actions that you and the SBDM council have taken to promote student achievement.		

Change Leadership Topic Numbers	Video Clip	Clip Questions	Reflection Questions	Activities	Suggested Resource
1. Urgency For Instructional Improvement Using Real Data 7. Diagnostic Data With Accountable Collaboration	"Data Meetings"	What did the principal mean when he said that a school must have a "tolerance for truth?" The principal indicated the place to start was with the numbers -- data on student performance. What did he do to "deprivatize" the data on student performance and its link to teaching? How was qualitative data gathered by the principal? The principal alluded to a shift of significance in data analysis. What did this mean to you?	Given the quote "tolerance for truth," what are some ways that you use data to get at the "truth" in your school? How do you use this data to inform instruction? Does your school have a data team? Who monitors the data? Does your data team see "faces with the numbers?" Explain. How do "faces with numbers" affect the culture in your building? What monitoring system do you have in place to ensure student progress toward standards?	ACTIVITY 3	*Data Wise*

Change Leadership Topic Numbers	Video Clip	Clip Questions	Reflection Questions	Activities	Suggested Resource
4. Shared Vision Of Student Results **6.** Professional Development	"Grade-Level Meetings"	According to the video, how often should grade-level meetings be conducted? What was the purpose of these grade-level meetings?	How might an agenda be a useful tool for a grade-level meeting? What does "just in time" professional development mean to you and your teachers, and what would it mean for your students? Take a few minutes to reflect on how you meet the professional development needs of your teachers in a timely manner (i.e., job embedded, differentiated, other method). How would you rate yourself? (not yet addressed 1 2 3 4 5 well established) What is working? What is not working?		
3. Meetings About The Work	"Higher Order Thinking Skills (HOTS)"	What five elements were included in the continuum of thinking skills? What is HOTS? Why would this be important to student and teacher growth? What was the focus of the meetings about the work in regard to HOTS?	How do you intentionally implement creative ideas, based on research, that improve student achievement? What procedures are being used to monitor student progress and to measure effectiveness of creative ideas?		

Change Leadership Topic Numbers	Video Clip	Clip Questions	Reflection Questions	Activities	Suggested Resource
6. Professional Development	"Demonstration Sites"	What is the purpose of a demonstration site? List and describe the "best practices" that are included within the research project and why these characteristics are important.	How do you utilize the best and brightest teachers in your school? Do you place your best teachers with the neediest students in the school? Why?		
2. Shared Vision Of Good Teaching 6. Professional Development	"Summer Writing Institute"	Describe the evolution of the Summer Writing Institute at Atkinson. What role did the Instructional Leadership Team take in preparing teachers for the institute? How did this long-range planning and preparation contribute to the success of this professional development experience and its impact on implementation?	As a principal, how do you model behaviors for teachers that you expect teachers to exhibit for your students? What beginning steps can you take as an administrator to evolve from your current role into more of an instructional literacy facilitator? As an administrator, how do you monitor the implementation of the professional development in the classroom?		

Change Leadership Topic Numbers	Video Clip	Clip Questions	Reflection Questions	Activities	Suggested Resource
	Longest Elementary, Muhlenberg County				
1. Urgency For Instructional Improvement Using Real Data	"The Longest Elementary Story"	How did the leadership transform communication at Longest Elementary? How did leadership ensure that faculty meetings were devoted to and focused on learning? What did leadership do to begin and maintain the journey of growth?	In a student-focused school, what might a sample faculty meeting agenda look like? What are some ways to communicate "housekeeping" information efficiently to your faculty without using time during a faculty meeting?		
1. Urgency For Instructional Improvement Using Real Data	"Long Range Planning"	Explain the process that Longest Elementary used to set literacy goals.		ACTIVITY 1	
2. Shared Vision Of Good Teaching 3. Meetings About The Work 6. Professional Development	"Support from Education Cooperative"	What partnerships were developed to help teachers with their teaching and learning? Describe the system that was implemented to share new strategies.	Take a few minutes to list as many possible educational partnerships as you can. How many of these partnerships can you highlight as being productive in terms of teacher decision making within instruction? What system is in place at your school to encourage teachers to share strategies that have been successful in their classrooms?	ACTIVITY 2	KDE Web "A Tuning Protocol"

Change Leadership Topic Numbers	Video Clip	Clip Questions	Reflection Questions	Activities	Suggested Resource
2. Shared Vision Of Good Teaching 3. Meetings About The Work	"Teacher Mentoring"		As an instructional leader, what value do you see in teacher mentoring and how could it enhance your school's literacy plan? How could teacher mentoring lead to the development of professional learning communities (PLCs)?	ACTIVITY 3	PERKS Document
1. Urgency For Instructional Improvement Using Real Data 4. Shared Vision Of Student Results 7. Diagnostic Data With Accountable Collaboration	"Progress Monitoring"		The literacy co-op consultant referenced the use of a baseline, an aim line and a goal. How might this information be helpful when speaking to a teacher, or parent, of a struggling student?	ACTIVITY 4	Educational Leadership "Research/ How Student Progress Monitoring Improves Instruction"
1. Urgency For Instructional Improvement Using Real Data 7. Diagnostic Data With Accountable Collaboration	"Tier Grouping"	What are the components of a good intervention system?	When selecting or designing a core instructional program, what things should be considered and why? What process or system do you have in place to meet the needs of struggling students? How could you strengthen your current process/system?		Program Evaluation Tool KSI – Kentucky Systems of Intervention

Change Leadership Topic Numbers	Video Clip	Clip Questions	Reflection Questions	Activities	Suggested Resource
2. Shared Vision Of Good Teaching 3. Meetings About The Work	"Shared Vision of Good Teaching"	How do the following bullets contribute to a shared vision of good teaching at Longest? • organizational chart • curriculum specialist • team meetings • monthly reflection on the work	What is your definition of good teaching/high-quality instruction? What is the importance of having a common instructional language and shared vision? How would having a common language and a shared vision change the way you analyze the effectiveness of a teacher? If you had difficulty answering the previous questions, how might you prepare your staff to have a common language and a shared vision?		

Change Leadership Topic Numbers	Video Clip	Clip Questions	Reflection Questions	Optional Activities	Suggested Resource
	Martin Luther King Jr. Elementary, Christian County				
5. Effective Supervision	"MLK Jr. Story"		How do you encourage teachers to reflect on their instructional practices?	ACTIVITY 1	
6. Professional Development	"Teachers Helping Teachers"		As you watched this clip, what ideas came to mind to facilitate teachers helping teachers? When thinking about your school, what opportunities do teachers have to share instructional best practice?		

Change Leadership Topic Numbers	Video Clip	Clip Questions	Reflection Questions	Activities	Suggested Resource
5. Effective Supervision	"Principal Observing"	In your professional opinion, what was the most important walk-through attribute in this segment? Why?	As an administrator, what attributes do you look for during a classroom observation? Do the teachers have knowledge of these attributes? Explain. What walk-through instruments do you use, and what information do they provide? How do you monitor positive instructional interactions between students and teachers?		
6. Professional Development	"Collaborative Team Planning"	What was the principal's reasoning for collaboration?	What are the benefits of having a predetermined focus for team meetings? What are some strategies that teachers might use to analyze student work? After teachers have analyzed student work, what evidence could an administrator look for to determine that teachers have made adaptations/differentiation to planned instruction?	ACTIVITY 2	

Change Leadership Topic Numbers	Video Clip	Clip Questions	Reflection Questions	Activities	Suggested Resource
2. Shared Vision Of Good Teaching 6. Professional Development	"Professional Learning Clubs"	What were the three essential elements of a professional learning community at MLK? Please share one example of a support structure that MLK used to facilitate professional learning communities.	What kinds of activities do you already have in place that support professional learning communities? What support structures would one need in place to implement and sustain professional learning communities?		
5. Effective Supervision	"Gallery Walks"	Explain a gallery walk.	What shared vocabulary would an administrator look for to describe good instruction? How might a gallery walk be connected to collaboration and the building of professional learning communities?		

Change Leadership Topic Numbers	Video Clip	Clip Questions	Reflection Questions	Activities	Suggested Resource
	Thomas Edison Elementary, Covington Independent				
1. Urgency For Instructional Improvement Using Real Data 2. Shared Vision Of Good Teaching	"The Thomas Edison Story"	Why did Principal Lyon feel strongly about school-wide structures and routines in an at-risk population?	Why are school-wide procedures so important to struggling students?		
2. Shared Vision Of Good Teaching	"Staff Conversation Regarding Culture Change"	What did the principal mean by "homeroom mentality" teaching?	What routines, structures and/or non-negotiables are in place within your school? What would be some next steps? Is there a common language surrounding the reading culture of your school? If so, then what is that common language?		

Change Leadership Topic Numbers	Video Clip	Clip Questions	Reflection Questions	Activities	Suggested Resource
1. Urgency For Instructional Improvement Using Real Data 7. Diagnostic Data With Accountable Collaboration	"Data Board"	What explanations were given for keeping a data board?	What system or systems does your data team have in place to review data? How often do teachers review the data? What is done with the data after data meetings have been conducted? What are some ways that data boards could be used within your school?	ACTIVITY 1	Internal & External Assessment Inventory Data Wise (pg 15, 16)
7. Diagnostic Data With Accountable Collaboration	"Principal Teaching"	What does the phrase "eyes on text mean," and why is it important?	How often do you shadow students to monitor the time spent with eyes on text? At Thomas Edison, the principal utilized all staff to support reading instruction. How are you utilizing your entire staff to support reading instruction?	ACTIVITY 2	Kentucky Systems of Intervention (KSI)
1. Urgency For Instructional Improvement Using Real Data	"Services for Transient Students"	What specific responsibilities does the transition teacher assume in supporting newly enrolled students at Thomas Edison?	What services are provided for transient populations of students within your school? What procedures does your school have for newly enrolled students?		

Change Leadership Topic Numbers	Video Clip	Clip Questions	Reflection Questions	Activities	Suggested Resource
	Edythe J. Hayes Middle School, Fayette County				
2. Shared Vision Of Good Teaching	"The Hayes Story"	List the most pressing problems that teachers and administrators of Edythe Hayes Middle School faced. List the three priority goals that the school identified for beginning the improvement process. At EJHMS, school-wide literacy was identified as a priority for high-level mastery of the curriculum. List some of the ways teachers worked with teachers at EJHMS to improve instruction. Specifically, how did the principal facilitate/create these opportunities? How often do you lead teachers in these types of reflective/collegial processes? The principal of EJHMS emphasized that change takes time and effective use of staff/personnel. Explain what you think she means.	Identify three short-term (one school year or less) and three long-term (greater than one year) goals for your school. Quickly assess your own school assignments. Are the right people in the right places for the right reasons? What assignments could you make to improve this situation? The video referred to some Literacy Support Structures such as collegial planning, common assessments and standards-based units of study. Reflect on the support structures that are in place at your school. What additional support structures might be needed?	ACTIVITY 1 ACTIVITY 2	

Change Leadership Topic Numbers	Video Clip	Clip Questions	Reflection Questions	Activities	Suggested Resource
3. Meetings About The Work 6. Professional Development	"Strengthening Reading Literacy"	Consider the steps Hayes Middle School staff took to implement the literacy program. The principal emphasized the importance of using teacher leaders for effective change. Which department did they start with? Why? What were these teacher leaders supposed to accomplish?	What modifications to the Hayes model will you need when reflecting on your building and your staff? The EJHMS principal emphasized having the right person in the right place for a task. With this in mind, would you choose to begin with a certain department or go with a more diverse group of teachers who are already instructional leaders in your school?	ACTIVITY 3	
4. Shared Vision Of Student Results 6. Professional Development	"Content Academies"	Describe the content academies EJ Hayes used for literacy training. Include ways in which the teachers/departments took ownership of their own learning. Explain how the development of common assessments, written by a team of teachers, led to conversations that ultimately impacted instruction.	Professional development experiences should be designed to impact both teacher practice and student learning. How do you evaluate professional development in terms of the impact on teacher practice and student learning? What changes need to be made? Think about how professional development funds are used at your school. Could content academies have a place in your professional development plan?		

Change Leadership Topic Numbers	Video Clip	Clip Questions	Reflection Questions	Activities	Suggested Resource
5. Effective Supervision	"Evaluation Process"	When the principal of EJHMS conducted informal walk-throughs as evaluations of teaching, what were her expectations? She described a frequency report that was crucial in informing the next steps in teacher growth. Describe how this report helps develop and support struggling teachers.	Based on the video clip, what approach would you use to develop struggling teachers? Compare the EJHMS evaluation process for teachers with the evaluation process in your school. Can you identify items on your evaluative instrument that don't relate to improving instruction/student achievement? Should any of these items be removed? In order to provide a more thorough observation of teacher performance, what indicators need to be added? Think about the amount of data collected on each teacher. Do you base an evaluation on one class period or a series of informal walk-throughs/conferences? Justify one method or the other. How do you ensure that your approach includes consistency and follow-up?		

Change Leadership Topic Numbers	Video Clip	Clip Questions	Reflection Questions	Activities	Suggested Resource
2. Shared Vision Of Good Teaching **6.** Professional Development	"Refinement and Sustainability"	The literacy coach said that Hayes MS made changes "the hard way." Describe what she meant. (Standards-Based Units of Study) How long did the principal expect it to take before improvements were reflected in student achievement? How long did it take? What role did the administration have in supporting this work? What impact did success have on teacher buy-in and morale?	What information do your teachers need to refine their practices? What evidence supports this assertion? What structures do you have in place to begin this work? What additional resources will you need? What steps would you take to build your literacy efforts into a sustained literacy program?		

Change Leadership Topic Numbers	Video Clip	Clip Questions	Reflection Questions	Activities	Suggested Resource
4. Shared Vision Of Student Results	"Teacher Supports"	EJHMS teachers were initially reluctant to embrace the changes described in the video. Explain why. What did the literacy coach and principal do to overcome this obstacle? Which practices from the Hayes MS clip might work in your school?	What supports do you have in place to address the concerns and insecurities of content teachers (i.e. science, social studies, math) uncertain about integrating literacy into their teaching?		

Change Leadership Topic Numbers	Video Clip	Clip Questions	Reflection Questions	Activities	Suggested Resource
4. Shared Vision Of Student Results	"Impact from Enhanced Writing Instruction"	List several elements of the successful "Hayes Way" of improving student achievement through writing.	What steps can leadership take to ensure the staff takes ownership of the literacy program and makes it "the _(school name)_ way of doing business"? In your school, do you frequently observe students writing in ALL classrooms as a means to learn, to demonstrate learning and to communicate with an authentic audience?		
			Identify content areas and/or grade levels where you would like to see an increase in writing as part of instruction. Think about the Hayes model; how might you bring about this change in your school or district?		

Change Leadership Topic Numbers	Video Clip	Clip Questions	Reflection Questions	Activities	Suggested Resource
	Iroquois High School, Jefferson County				
2. Shared Vision Of Good Teaching	"School Culture"	How did the image of Iroquois High School affect the expectations of teacher and administrators? What indicators can be used to find evidence of high expectations? Name/list some characteristics of teachers within this school that inspire students.	What characteristics are common to teachers who inspire students to achieve at high levels? What evidence exists within your school that teachers have high expectations for students?		

Change Leadership Topic Numbers	Video Clip	Clip Questions	Reflection Questions	Activities	Suggested Resource
2. Shared Vision Of Good Teaching	"Literacy Story of Iroquois High School"	How did the school systematically address teaching reading? How did the school differentiate instruction for students who read but did not comprehend? What support was offered to content-area teachers?	Is there a systematic process for teaching reading within your school? What portions of Ramp-Up could you point to that are part of your classroom routines? What literacy **rituals & routines** are cross-curricular in your school? What are you doing to teach teachers how to teach reading in their content? What does that look like?		

Change Leadership Topic Numbers	Video Clip	Clip Questions	Reflection Questions	Activities	Suggested Resource
3. Meetings About The Work	"Quality Team Meetings"	What does an effective team meeting include? How was student work used in team meetings? How did teachers plan for future units?	Do you conduct team meetings? If yes, then what is the focus? If not, then why? When you think about your team meetings, what barriers prevent you from addressing student needs? What are some protocols that you could put into place to reduce the barriers? What does an effective team meeting look like? What discussions drive effective team meetings? What other kinds of meetings take place between the six weeks' quality meetings? Compare the assessment meetings that include assessment processes from Russell County High School and Iroquois High School.		

Change Leadership Topic Numbers	Video Clip	Clip Questions	Reflection Questions	Activities	Suggested Resource
2. Shared Vision Of Good Teaching	"Impact of Focused Literacy Instruction"	What elements of an explicit lesson might you list as critical to any lesson? What were the differences between independent reading and process independent reading? How are literacy strategies integrated across content areas? Why do content area teachers value literacy skills for all students?		ACTIVITY 1	Explicit Lesson Plan Model

Change Leadership Topic Numbers	Video Clip	Clip Questions	Reflection Questions	Activities	Suggested Resource
	Russell Co. High School				
2. Shared Vision Of Good Teaching 6. Professional Development	"Shared Vision of the Curriculum and Assessment"	What were some barriers that prevented student achievement? What were some reasons for choosing small-group professional development? Was one communication?	What are some barriers in your building that adversely affect student achievement? What can you do about these barriers? Why is teacher empowerment important? How can you empower teachers in your school? Why is it important to empower teachers?		

Change Leadership Topic Numbers	Video Clip	Clip Questions	Reflection Questions	Activities	Suggested Resource
4. Shared Vision Of Student Results	"Planning for Data Analysis Day"	How did Russell County High School teachers prepare for data analysis? How did these same teachers find instructional implications from the data? How was their data shared with the faculty? Why was it important for all stakeholders to know content related data? What are some ways to communicate content-related data results to all stakeholders within a school?	Do you have a data team? What is your role within the data team? How do you promote data analysis within your school? How often does the staff analyze data? Based on lessons learned within your data team, how is that information used to inform instruction within your building? Share an example of how data impacted instruction in a specific content-area class. How do you drill down in the data to identify skill deficits?	ACTIVITY 1	*Data Wise* Chapter 3

Change Leadership Topic Numbers	Video Clip	Clip Questions	Reflection Questions	Activities	Suggested Resource
2. Shared Vision Of Good Teaching	"Reading Enrichment for Intervention"	How were struggling readers identified at RCHS? What were the instructional focus areas for these struggling readers?	What are you intentionally doing to address the needs of struggling readers in your building? How do you know that it is making a difference? How is the impact of interventions measured? How are interventions tailored to the needs of students?		

Change Leadership Topic Numbers	Video Clip	Clip Questions	Reflection Questions	Activities	Suggested Resource
5. Effective Supervision	"Informing Instruction through Observation"	How were the evaluations made real to the teachers? What types of activities were used as a follow-up to peer-to-peer observations?	What structures do you have in place to increase teacher effectiveness? What additional ideas did you gain from the video clip? What are some positive ways that you are monitoring teacher effectiveness and providing feedback? What do teachers do with the evaluation data after feedback is given? How often do you lead teachers in a reflective process (i.e., greeting students, teaching bell-to-bell, using formative assessments)? How do teachers help teachers professionally within your building? Can you think of a time when you have observed teachers in their own learning and self improvement? What did that activity look like?	ACTIVITY 2	

Change Leadership Topic Numbers	Video Clip	Clip Questions	Reflection Questions	Activities	Suggested Resource
	Casey County School District				
1. Urgency For Instructional Improvement Using Real Data 6. Professional Development	"PERKS Review"	What is the PERKS document? Name the three broad categories covered in the PERKS document and the standards included in each. What is the key/theme word for Casey County?	What would be a good unifying theme or focus word for your school's growth this school year?	ACTIVITY 1	PERKS

Change Leadership Topic Numbers	Video Clip	Clip Questions	Reflection Questions	Activities	Suggested Resource
	Henry County School District				
2. Shared Vision Of Good Teaching	"Henry County Middle Literacy Program"	What two literacy philosophies were pinpointed for correction by the assistant principal? How were word walls used in the classrooms?	What are the priorities of your literacy program? How are your literacy structures focused on these priority areas?		
6. Professional Development	"Role of Literacy Coach"	What was made clear to the staff concerning the role of the coach at HCMS?	How do you define the role of the literacy coach? Whom do you believe should be responsible for promoting thinking in planning?		

Change Leadership Topic Numbers	Video Clip	Clip Questions	Reflection Questions	Activities	Suggested Resource
6. Professional Development	"Principal as Instructional Leader"	How did this principal describe supporting the teacher? How did this principal model as an instructional leader?	What literacy activities are you involved with that define you as an instructional leader? How do you use literacy data to determine student needs and provide teachers with specific feedback to adjust and inform instruction in the classroom?		
4. Shared Vision Of Student Results	"Literacy in Intermediate Grades"	What connections did leadership make between the primary and intermediate grades?	What connections between the primary and intermediate block did you decide to take back to your school?	ACTIVITY 1	KSI

Activities

J.B. Atkinson Elementary, Jefferson County

ACTIVITY 1 (Atkinson - The Atkinson Story)

Take a few minutes to brainstorm a list of representatives that you would invite to the table for discussions surrounding instructional improvement.

ACTIVITY 2 (Atkinson – The Atkinson Story)

Review the program evaluation tool. How did this change your thinking about evaluation of a core program?

ACTIVITY 3 (Atkinson – Data Meetings)

Please read the *Data Wise* article and reflect upon your school to determine your application of the improvement process.

Longest Elementary, Muhlenberg County

ACTIVITY 1 (Longest Elementary – Long Range Planning)

Review your consolidated school improvement plan (CSIP) document through a backward planning lens (right to left) to determine if your student outcomes are supported by grade-level activities/strategies.

ACTIVITY 2 (Longest Elementary – Support from Ed. Coop.)
http://education.ky.gov/search/results.html?terms=&affiliateId=&cx=002259339780532511197%3A8do6a4vdyd0&cof=FORID%3A11&ie=UTF-8&q=Tuning+Protocols - 1261

Review A Tuning Protocol for Analyzing Student Work. As a staff, how will you ensure that as you analyze student work, information gleaned will be used to guide instructional practices and improve student achievement?

ACTIVITY 3 (Longest Elementary - Teacher Mentoring)

Review the standards and indicators of the PERKS document within the literacy leadership DVD.

ACTIVITY 4 (Longest Elementary – Progress Monitoring)
http://www.studentprogress.org/library/articles.asp - matters

AFTER READING "Research Matters/How Student Progress Monitoring Improves Instruction:"

Can you describe how a baseline, aim line and goal could be set for a student? How could formative assessments be used to monitor this student's progress? How often?

Martin Luther King Jr. Elementary, Christian County

ACTIVITY 1 (MLK Jr. - MLK Jr. Story)

Given that high visibility is an attribute of an effective instructional leader, what activities might you list as effective use of being visible?

ACTIVITY 2 (MLK Jr. – Collaborative Team Planning)

Using the attached document (pg 33-34), *Analysis Of Student Work*, please list three important ideas to remember, two connections and one question to ponder for using such a process to analyze student work.

Thomas Edison Elementary, Covington Independent

ACTIVITY 1 (Thomas Edison Elementary - Data Board)

Review the sample internal and external assessment inventory guide from *Data Wise* (pg 36-37). Please take some time to inventory the assessments given at your school to determine the following: (pg 38-39)

1. Is there data duplication from similar assessments? If so, what can be done to correct the problem?

2. Is there an assessment timeline? If not, please outline a monthly assessment timeline.

   • Is the timeline realistic for teachers and students?

   • Is there a balance of assessments between formative and summative?

   • As a part of the formative assessments, what are some ways that teachers are progress-monitoring student achievement?

   • How is the formative/summative data being used to inform instruction down the student level?

ACTIVITY 2 (Thomas Edison Elementary - Principal Teaching)

Take some time to review the school schedule and your staffing assignments. Is the staff being used in the most efficient way to support reading instruction? Explain.

Edythe J. Hayes Middle School, Fayette County

ACTIVITY 1 (Edythe J. Hayes – The Hayes Story)

Conduct a reflective needs analysis of your school. Using a t-chart, create a list of your school's <u>instructional</u> priorities and the obstacles you might encounter in implementing change for each. With others in your group, discuss how these obstacles might be overcome.

ACTIVITY 2 (Edythe J. Hayes – The Hayes Story)

Create a self-assessment checklist/to-do-list for activities and strategies a principal/instructional leader should regularly engage in *that promote teacher collaboration and improve instructional practice;* brainstorm methods for increasing teacher ownership of instructional practice and success.

ACTIVITY 3 (Edythe J. Hayes –Strengthening Reading Literacy)

Using the "Literacy Walk Through" instrument, conduct a walk-through in your building. Be prepared to analyze and report the results.

Iroquois High School, Jefferson County

ACTIVITY 1 (Iroquois - Literacy Story)

(GROUP ACTIVITY WITH TWO TO FOUR PEOPLE)

Using the explicit instruction model, (I do it, We do it, You do it), write an explicit lesson plan for an activity in which you have expertise.

Instructional Coaching: A Partnership Approach to Improving… - **Google Books Result (Pg. 164-165)**

http://books.google.com/books?id=iwVFoSgnZTkC&pg=PA163&lpg=PA163&dq=Anita+Archer+%22I+do+it%22&source=web&ots=AqkbrePcEH&sig=7I5OUBKnNnpyqsJl7x4C36z9Xb4&hl=en&sa=X&oi=book_result&resnum=5&ct=result#PPA164,M1

ACTIVITY 2 (Iroquois – Literacy Story)

Using the explicit lesson model, please view the video at **http://www.gse.harvard.edu/clg/books/1.html** to determine the explicitness.

Russell County High School

ACTIVITY 1 (Planning for Data Analysis Day)

Review the sample internal and external assessment inventory guide from _Data Wise_ (pg 48-49). Take some time to inventory the assessments given at your school to determine the following: (50-51)

3. Is there data duplication from similar assessments? If so, what can be done to correct the problem?

4. Is there an assessment timeline? If not, please outline a monthly assessment timeline.

    • Is the timeline realistic for teachers and students?

    • Is there a balance of assessments between formative and summative?

    • As a part of the formative assessments, what are some ways that teachers are progress-monitoring student achievement?

    • How is the formative/summative data being used to inform instruction down the student level?

ACTIVITY 2 (Informing Instruction through Observation)

Using the observation form from RCHS, please identify the strengths of this instrument. How would you adapt this form for your school needs?

Casey County School District

ACTIVITY 1 (Casey County - PERKS)

Review the PERKS document. What evidence (related to the standards and indicators) do you have that indicates an active, functional literacy team in your school? Which three indicators are the strongest and which three indicators are the weakest in your school?

http://www.education.ky.gov/KDE/Instructional+Resources/Literacy/Literacy+PERKS/

Henry County School District

ACTIVITY 1 (Literacy in Intermediate Grades)

Using the Kentucky System of Intervention (KSI), please review the document to determine how this structure fits into your school. List some specific ways in which your school is already serving students for each of the three tiers.

http://www.education.ky.gov/KDE/Instructional+Resources/Kentucky+System+of+Interventions/